

Lakeview Middle

3801 Old Buncombe Road
Greenville, South Carolina 29617

Grades 6–8 Middle School

Enrollment 537 Students

Principal Dr. Newman Sanchez 864–294–4353

Superintendent Phinnize J. Fisher, Ed.D. 864–241–3456

Board Chair Charles J. Saylor 864–322–9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	24	22

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No

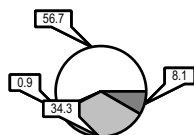
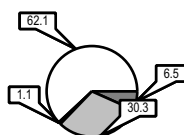
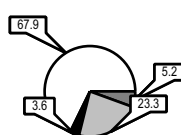
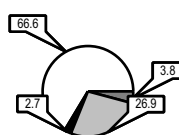
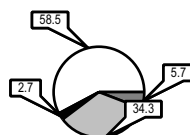
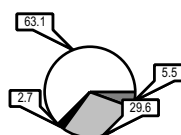
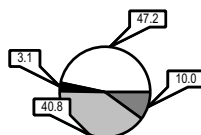
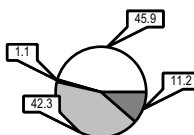
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	532	97.7	55.8	35.0	8.2	0.9	14.2	No	Yes
Gender									
Male	284	97.2	61.4	29.8	8.3	0.4	11.8		
Female	248	98.4	49.8	40.7	8.1	1.4	16.7		
Racial/Ethnic Group									
White	193	96.9	50.0	38.4	9.8	1.8	17.1	No	Yes
African American	251	97.6	60.6	33.2	6.3	0.0	11.1	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	82	100.0	61.0	28.8	8.5	1.7	11.9	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	402	98.3	48.5	40.9	9.5	1.2	17.1		
Disabled	130	96.2	78.0	17.4	4.6	0.0	5.5	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	531	97.7	56.0	35.1	8.3	0.7	14.0		
English Proficiency									
Limited English Proficient	46	100.0	79.3	17.2	3.4	0.0	3.4	I/S	Yes
Non-Limited English Proficient	486	97.5	54.2	36.3	8.6	1.0	15.0		
Socio-Economic Status									
Subsidized meals	457	98.3	57.9	33.6	7.9	0.5	13.0	No	Yes
Full-pay meals	75	94.7	42.4	44.1	10.2	3.4	22.0		

Mathematics – State Performance Objective = 36.7%									
All Students	532	98.3	61.6	30.7	6.6	1.1	13.0	No	Yes
Gender									
Male	284	98.6	63.0	28.3	7.4	1.3	14.8		
Female	248	98.0	60.0	33.3	5.7	1.0	11.0		
Racial/Ethnic Group									
White	193	97.9	60.6	27.9	10.3	1.2	16.4	No	Yes
African American	251	98.8	66.7	29.5	3.8	0.0	8.6	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	82	97.6	50.8	44.1	3.4	1.7	11.9	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	402	98.8	52.4	37.9	8.2	1.5	16.4		
Disabled	130	96.9	89.1	9.1	1.8	0.0	2.7	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	531	98.3	61.7	30.8	6.6	0.9	12.8		
English Proficiency									
Limited English Proficient	46	95.7	58.6	37.9	3.4	0.0	13.8	I/S	Yes
Non-Limited English Proficient	486	98.6	61.8	30.2	6.8	1.2	12.9		
Socio-Economic Status									
Subsidized meals	457	98.7	63.2	30.0	5.8	1.1	11.8	No	Yes
Full-pay meals	75	96.0	51.7	35.0	11.7	1.7	20.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	532	98.3	67.6	23.6	5.2	3.6	8.8
Gender							
Male	284	97.9	67.0	23.5	5.2	4.3	9.6
Female	248	98.8	68.2	23.7	5.2	2.8	8.1
Racial/Ethnic Group							
White	193	97.9	62.7	24.1	6.0	7.2	13.3
African American	251	98.8	72.5	23.2	3.8	0.5	4.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	82	97.6	69.0	24.1	5.2	1.7	6.9
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	402	98.5	60.9	27.3	7.0	4.8	11.8
Disabled	130	97.7	87.4	12.6	0.0	0.0	0.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	531	98.3	67.7	23.6	5.2	3.4	8.6
English Proficiency							
Limited English Proficient	46	95.7	82.1	14.3	3.6	0.0	3.6
Non-Limited English Proficient	486	98.6	66.6	24.2	5.3	3.9	9.2
Socio-Economic Status							
Subsidized meals	457	98.5	70.0	21.6	5.3	3.2	8.4
Full-pay meals	75	97.3	52.5	36.1	4.9	6.6	11.5

Social Studies							
All Students	532	97.4	65.9	27.5	3.9	2.7	6.6
Gender							
Male	284	96.8	65.8	27.6	4.4	2.2	6.6
Female	248	98.0	66.0	27.3	3.3	3.3	6.7
Racial/Ethnic Group							
White	193	99.0	62.3	28.7	4.8	4.2	9.0
African American	251	96.0	70.4	25.7	3.4	0.5	3.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	82	97.6	67.2	27.6	3.4	1.7	5.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	402	97.0	61.7	29.4	5.2	3.7	8.9
Disabled	130	98.5	78.4	21.6	0.0	0.0	0.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	531	97.4	66.1	27.5	3.9	2.5	6.4
English Proficiency							
Limited English Proficient	46	95.7	78.6	17.9	3.6	0.0	3.6
Non-Limited English Proficient	486	97.5	65.0	28.1	3.9	2.9	6.8
Socio-Economic Status							
Subsidized meals	457	97.4	67.6	26.6	4.0	1.9	5.9
Full-pay meals	75	97.3	55.7	32.8	3.3	8.2	11.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	125	96.0	50.0	35.3	14.7	N/A	14.7
	7	158	98.7	51.4	43.0	5.6	N/A	5.6
	8	160	98.7	43.2	46.6	10.3	N/A	10.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	99.5	61.6	28.3	10.1	0.0	10.1
	7	173	96.5	57.7	37.7	4.6	0.0	4.6
	8	173	97.1	47.6	39.9	9.8	2.8	12.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	125	97.6	43.3	35.6	17.3	3.8	21.2
	7	158	98.1	59.4	30.1	6.3	4.2	10.5
	8	160	98.7	60.5	32.7	4.8	2.0	6.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	99.5	53.1	39.4	6.9	0.6	7.5
	7	173	98.8	60.6	30.3	6.8	2.3	9.1
	8	173	96.5	70.8	22.2	6.3	0.7	6.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	100.0	71.3	18.8	7.5	2.5	10.0
	7	173	98.3	60.6	30.3	4.5	4.5	9.1
	8	173	96.5	69.2	23.1	3.5	4.2	7.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	98.4	68.2	26.8	3.2	1.9	5.1
	7	173	97.1	61.8	29.8	5.3	3.1	8.4
	8	173	96.5	66.4	26.6	3.5	3.5	7.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 537)				
Students enrolled in high school credit courses (grades 7 & 8)	16.0%	Down from 20.6%	8.0%	15.5%
Retention rate	0.7%	Down from 1.3%	4.4%	3.0%
Attendance rate	93.5%	Down from 94.9%	95.1%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%	Down from 10.9%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.9%	Down from 11.3%	6.9%	4.6%
Eligible for gifted and talented	6.9%	Up from 5.9%	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	23.3%	Down from 25.3%	15.3%	13.6%
Older than usual for grade	4.7%	Up from 4.3%	8.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 2.3%	1.2%	0.8%
Annual dropout rate	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	50.0%	Up from 48.5%	50.0%	51.8%
Continuing contract teachers	50.0%	Down from 66.7%	66.7%	78.1%
Highly qualified teachers	94.9%	Up from 92.9%	89.5%	89.6%
Teachers with emergency or provisional certificates	12.5%	Down from 16.7%	11.5%	6.0%
Teachers returning from previous year	71.1%	Down from 74.9%	77.7%	85.4%
Teacher attendance rate	95.9%	Up from 94.5%	94.7%	94.9%
Average teacher salary	\$39,216	Up 2.2%	\$39,915	\$41,328
Prof. development days/teacher	21.4 days	Down from 23.9 days	10.6 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 16.5 to 1	18.4 to 1	21.3 to 1
Prime instructional time	86.1%	Down from 86.5%	87.3%	89.3%
Dollars spent per pupil*	\$7,564	Up 18.2%	\$7,114	\$6,022
Percent of expenditures for teacher salaries*	57.8%	Up from 57.5%	60.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	74.1%	Up from 50.1%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lakeview Middle School continues to move forward. During the 2004-2005 school year, LMS implemented year two of the Making Middle Grades Work (MMGW) whole school reform model.

In partnership with the Southern Regional Education Board (SREB), Making Middle Grades work is a whole school reform model composed of ten research-based key practices with literacy and numeracy as the cornerstones. The goal is to have all students performing at the Proficient level on a NAEP-based assessment. We feel that this along with our continued emphasis on promoting parent involvement will move Lakeview closer to the NCLB goal of having all students performing at the Proficient level.

MMGW has measurable goals that include: all students complete Algebra I by eighth grade, are able to use concepts to reason and solve problems, use laboratory and technology experiences to learn science concepts, use language correctly and effectively to research, organize and communicate information, describe their heritage, government, world and economic principles in social studies, benefit from a system of extra assistance and additional instructional time. Teachers will be content certified, use differentiated instructional strategies, use data to drive decision-making and incorporate technology to raise student achievement.

The mission of Lakeview Middle is to develop proficient readers. We believe that reading is the cornerstone to academic achievement and will continue to let our mission be our guide as we work toward raising the performance of every student.

Teresa Fleming, SIC Chair
Roderic F. Taylor, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	136	42
Percent satisfied with learning environment	70.7%	65.7%	84.6%
Percent satisfied with social and physical environment	68.3%	71.9%	66.7%
Percent satisfied with school-home relations	30.0%	79.3%	78.6%

*Only students at the highest middle school grade level at this school and their parents were included.